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ABSTRACT

This study examined the nature and needs of international students in American higher education within the context of multicultural and globalized educational programs and support services. Most international students are considered developmental upon admission into postsecondary institutions. The success of these students has been attributed to the strength of their previous academic history, socioacademic integration, and institutional affiliation. Most suffer from empty nest syndrome, creating a need for career, familial, and occupational mediators. Successful multicultural educational programs and support services that emphasize developmental education have four holistic characteristics in common: (1) the programs address the whole student and present a whole academic process to the students; (2) in programs that provide remediation and enrichment in basic skills, diagnostic and placement tools are integral components of the academic culture; (3) the programs emphasize comprehensiveness in support services and the organizational structure of the developmental education; and (4) most programs emphasize cultural programming that incorporates students' social and academic integration and institutional affiliation within the institutional environment and instructional climate. Five tables provide international student enrollment data and educational programs and support services designed for specific problems and needs. (Contains approximately 80 references.) (RH)

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MULTICULTURAL AND GLOBALIZED EDUCATION: INTERNATIONAL STUDENTS' PERSPECTIVE

ABSTRACT

This article examined the nature and needs of international students in America's higher education within the context of multicultural and globalized educational programs and support services. Of the the diverse internaltional students enrolled in postsecondary institutions, most are considered developmental upon admission into their respective parent institutions. The success of these students are often attributed to previous academic history, socio-academic integration, and institutional affiliation. Academic intervention programs, support services, and the strength of the students' high school curricula are good indicators for successful matriculation.

Most international students suffer a mental and/or a psychological situation known as "Empty Nest Syndrome." This syndrome breeds nostalgic, career, familial, and occupational mediators in the adults' quest for balanced environmental homeostases and congruence. Empty nest is a situation whereby an individual finds himself (or herself) alone in a household that used to be occupied by his/her loved ones. The reasons for the "emptiness" could be death of a spouse, children got married and were living away from home, children got older and were living on-campus or in their own separate quarters, or the individual was separated or divorced.

From a developmental education perspective, successful multicultural educational programs and support services with emphases on multicultual education are found to have four characteristics in common: (1) The most effective programs and support services are those that address the whole student and present a whole academic process to the students. (2) In most globalized education programs that provide remediation and enrichment in the basic skills areas, diagnostic and placement tools are often integral components of the academic culture. (3) The majority of the multicultural educational programs emphasize comprehensiveness in their support services and the organizational structure of the developmental education within the institution. (4) Most of these programs and support services emphasize cultural programming that incorporates students' social and academic integration and institutional affiliation within the institutional environment and instructional climate.

MULTICULTURAL AND GLOBALIZED EDUCATION: INTERNATIONAL STUDENTS' PERSPECTIVE

Introduction

It would be daunting to deny the importance of multicultural and globalized educational programs that attempt to introduce young citizens of any nation to skills and competencies that will enable them to understand and participate in this increasingly complex, dynamic, and interconnected world. Multicultural and globalized educational programs and support services prepare students for citizenship in a world in which the economic, political, and socio-cultural linkages among nations in other continents are increasing in scope, diversity, and frequency. Yet, these programs and services have not been systematically endorsed by all institutional administrators and faculty. Advocates of multiculturalism are still in the outside. With few exceptions, educators and teaching faculties interested in integrating multicultural and global concepts, curricula, and themes into the pre-postsecondary and postsecondary institutions must convey and communicate their ideas and beliefs to the international spheres.

Multicultural educational programs and support services are controversial. Some fail while others survive and the failures seem to have a lasting impression. Nonetheless, in this era of

retrenchment, the logic of globalized approaches to developing multicultural educational programs and support services to include international (foreign) students are necessary for the recruitment and retention of this group of students with special needs. Given that the idea is sound, then the problem must be in its implementation. Therefore, an analysis of the characteristics and composition, nature and needs, and sources of these international students in U.S. higher education is needed to explore avenues to improve their persistence in postsecondary institutions. An evaluation of the U.S. pre-postsecondary and postsecondary institutional enrollment pattern is also necessary to understand the wide-spread need and the gap from high school to college. The fear of failure of such programs should not outweigh their benefits. Their long-run effects should be the focus of multicultural educators and administrators in higher education. These programs and support services have the potential to improve the U.S. foreign relations in a global economy.

Table 1 (in 1,000) is a ten-year summary of the enrollment pattern in pre-postsecondary and postsecondary institutions. There seems to be a consistent trend (even in the projected enrollment figures for the years 2000 and 2005) in the enrollment and graduation in higher education. Students graduating from high school into college have disproportionate enrollment pattern.

Table 1

Institutional Enrollment and High School Graduates(in 1000)

Institution/ Characteristics	Time-Span (with projections for 2000 and 2005) 1985	1990	1995	2000	2005
PRE-POSTSECONDARY					
Public	39422	41217	44840	47439	48335
K - 8	27034	28878	32341	33903	33756
9 - 12	12388	11338	12500	13537	14579
Private	5557	5232	5687	6006	6091
K - 8	4195	4095	4427	4640	4620
9 - 12	1362	1137	1260	1366	1471
Overall	44979	48448	50527	53445	54426
K - 8	31229	33973	36768	38843	38376
9 - 12	13750	12475	13760	14902	16050
High School Graduates					
Public	2643	2503	2557	2856	2985
Private	2383	2235	2293	2560	2675
POSTSECONDARY					
Classification					
Undergraduates	10597	11959	12232	12915	13511
Graduates	1376	1586	1743	1706	1728
1st Professional	274	273	298	269	278
Gender (Overall)	12247	13819	14262	14889	15516
Male (Overall)	5818	6284	6343	6442	6684
Full-time	3608	3808	3807	3816	4010
Part-time	2211	2476	2535	2626	2674
Female (Overall)	6429	7535	7919	8447	8833
Full-time	3468	4013	4321	4727	5075
Part-time	2961	3521	3598	3720	3758
Institutional Type					
Public	9479	10845	11092	11626	12101
Four-Year	5210	5848	5815	6114	6413
Two-Year	4270	4996	5278	5512	5688
Private	2768	2974	3169	3263	3415
Four-Year	2506	2730	2955	3024	3165
Two-Year	261	244	215	239	250
Degrees Conferred	1830	2025	2247	2231	2404
Associate	446	482	532	535	579
Bachelors	988	1095	1186	1151	1253
Masters	289	337	406	426	446
Doctorate	34	39	44	46	48
1st. Professional	74	72	79	73	78

Note. Source: National Center for Educational Statistics, 1998. Statistical Abstract of the U.S., 1993.

More students are enrolled in public four- and two-year than in private institutions. About 60 percent of these students are full-time; and more female than male students are in higher education.

The enrollment rates of three to five year olds in primary schools in 1970 and 1996 were 37 and 61 percent respectively. The enrollment rates for the non-traditional students (at least 25 years)in higher education during the years 1970 and 1997 were 11 and 24 percent respectively. Furthermore, for every 20 students admitted into an institution in the United States, eight will graduate from that institution four years later. Two more will eventually graduate at some point after four years. Of the ten students who dropped out, eight will re-enroll at a different institution and, of these eight re-enrollees, only four will graduate. Of the 12 students who originally dropped out, six did so during their first year. Four more dropped out during the second year. 12 of the 20 students who were originally admitted into the institution never obtained a college degree (National Center for Educational Statistics, 1982, 1993, 1998; Statistical Abstract of the U.S., 1993). This means that of the estimated 12.2 million undergraduate students enrolled in the U.S. colleges and universities in 1995, roughly 3.7 (30.3%) million dropped out of higher education completely, 4.9 (40.0%) million graduated,

and about 3.67 (30.1%) million stopped out. These dropped out and stopped out students filtered into the mainstream of the U. S. population constitute the population of illiterate citizens. How many of such students are international is unknown.

Composition and Characteristics of International Students

As is the case with any successful intervention program to retain more ethnic minority and disadvantaged students in any institution, so is the case with the recruitment and retention of international students who are non-resident aliens in America's higher education. Given the increasing global interdependence, international education (within the context of multiculturalism and pluralistic education) had been perceived as a necessity not a frill by several educators. This realization often comes at a time of dwindling institutional resources.

Most educators are concerned that the emphases on multicultural and globalized educational programs and support services are contradictory to the fundamental purpose of the institution -- to prepare the individuals for careers and citizenship in the United States. The fallacy of this statement is contradictory by nature and scope of the early ethnic minority students' involvement in American higher education. It also runs counter to the purpose of the "CRASH" program in developing

countries during the late 1970s and early 1980s.

Ethnic Minority Students' Involvement

Ethnic minority (especially the non-traditional) students have been disproportionately represented in their educational attainment over the years. For the selected years (1970, 1980, 1990, 1995, and 1997), the population of U.S. who had completed at least four years of high school were: (1) Whites (55%, 68%, 78%, 84%, and 84%); (2) African Americans (31%, 52%, 67%, 74%, and 75%); and (3) Hispanics (32%, 42%, 51%, 54%, and 55%). In most instances, the Hispanics were under-represented; and this trend continued into their higher education attainment.

The history of U.S. ethnic minorities (African Americans, Asian Americans, Hispanic Americans, and Native Americans) is intertwined with the growth of American colleges and universities. Unfortunately, during most of this history, the relationship between minority students and predominantly White institutions (PWIs) was adversarial. Matriculation of minority students was not supported by these PWIs. The collegiate history of these ethnic minority students had its limelight during the early days of American civilization. At the University of Dayton, African Americans were officially excluded from day classes and college dormitories, in difference to Southern White students, and Skidmore College accepted African Americans only as day

students. Native Americans were rarely enrolled in higher education. Only in the most recent history have these PWIs, with any fervor, sought the inclusion of Native Americans in their institutions. Students of Hispanic origin often had to deny or restrict their cultural identity in order to matriculate. Not until the late 1960s, when reliable data on minority students' enrollment and the different forms of ethnic-oriented civil rights movements, were enrollments of minorities significantly increased. Even then, their enrollment was confined to two-year institutions. Today, minority students are still represented in disproportionate numbers in America's higher education. As one may conclude, the U.S. did not embrace ethnic minority students in college education with perceptible enthusiasm. If per chance this sub-population of America's college-bound students were admitted into college, they often enrolled in segregated learning environments.

Several economic, political, and social factors have influenced institutions to admit minority students. These factors include the second World War (WWII) and related events, civil rights movement, changes in federal support to higher education, and the immigration laws.

Most would deny that WWII and other undefined conflicts such as the Vietnam and Korean Wars, the Gulf War, and the recent

Kosovo crisis left indelible marks on U.S. The WWII brought the internment of thousands of Japanese citizens under the Executive Order 9066, that authorized the removal of all Japanese ancestry from the West Coast and spawned over 400 anti-Japanese laws (Yoshiwara, 1983, p. 18). The civil rights movement sought minority students' matriculation with legislative mandates, court orders, and voting rights. The 1960s witnessed the creation (under Presidents Kennedy and Johnson) of educational and training programs for the educationally and economically disadvantaged. Programs ranging from the Job Corps to Head Start were established to provide basic education to the needy. Other federally funded and supported programs include the Pell Grants, National Defense and National Direct Student Loans, and College Work Study. These programs enabled more minority students to finance their college education. The immigration laws created massive emigration of most international students into the U.S. These laws permitted foreign students to attend America's higher education for a duration of not more the five years.

Composition of International Students

Just as ethnic rivalry, socio-economic, and political reasons restricted ethnic minorities entrance into higher education, immigration laws and legislative mandates afforded most international students entry into the U.S. The 1960s and

1970s witnessed the influx of immigrants from the third world countries (China, Cuba, Korea, Philippines, Mexico, Vietnam, Cambodia, etc.) into the U.S. for economic and political reasons under the Immigrations and Naturalization Reform Acts (Chan & Tsang, 1983; Suzuki, 1983; Yoshiwara, 1983). Such changes in immigration practice stemmed from and evoked changes in the U.S. perceptions of the U.S. ethnic and other under-developed countries. The massive training of the citizens of West Africa under the CRASH program was one such effort.

International students are considered the non-immigrants who are temporarily domiciled in the U.S. for a duration of time (between two to ten years) and, are in pursuit of higher education; whereafter, they are expected (by law) to return to their respective countries of origin. These students come from all over the continents with varied educational expectations; and have differential academic, cultural, and socioeconomic needs.

The CRASH program was established by most West African countries for the training of their citizens in strategic positions that required mastery of the competencies in computational sciences, engineering, engineering technology, sciences, and business related disciplines. The selected students were awarded federal and/or state governments' scholarships for two years; whereafter, they would return to their native

countries and assumed leadership positions in their chosen fields of study. Table 2 is a comparative summary of the sources of and enrollment status of international students in America's higher education during the Fall of the indicated academic years.

The regional influx of international students indicated disproportionate representation; but consistent increase of these students from 1970 to date. However, the enrollment figures did not report the number of these students who were naturalized citizens or permanent residents. Foreign students only accounted for about 2.5 percent of the total enrollment of college-bound students in U.S. higher education; but accounted for about 18.7 percent of the total source of funds through tuition and fees. The assessed tuition and fees for international students' are often five times more than those of other students within the same institution.

Students from Asia dominated the enrollment of all foreign students. Within the Asian students, Chinese (Taiwan), Iranians, Japanese, and South Korean students had the highest enrollment. The next in enrollment statistics are students from Latin America. These students included the Caribbeans, Central America, Mexicans, and Venezuelans. For the African continent, students from Nigeria had the highest enrollment from 1970 to 1986 (the aftermath of the CRASH program). The political instability in

Table 2

International Students' Enrollment In Higher Education: 1976-1997

Region/ Continent	Academic Year (Fall of Previous Year) 1975/76	1979/80	1984/85	1989/90	1995/96	1996/97
Africa	25	36	40	25	21	22
Nigeria	11	16	18	4	2	2
Others	13	20	22	21	19	20
Asia	97	165	200	245	290	291
China	11	18	23	31	33	30
Hong Kong	12	10	10	11	12	11
India	10	9	15	26	32	31
Indonesia	1	2	7	9	13	12
Iran	20	51	17	7	3	2
Japan	7	12	13	30	46	46
Malaysia	2	4	22	14	14	15
Saudi Arabia	3	10	8	4	4	4
Korea	3	5	16	22	36	37
Thailand	7	7	7	7	12	13
Others						
Europe	14	23	33	46	67	88
Latin America	30	42	49	48	47	50
Mexico	5	6	6	7	9	9
Venezuela	5	10	10	3	4	5
Others	20	26	33	38	34	36
North America	10	16	16	19	24	24
Canada	10	15	15	18	23	23
Others	0	1	1	1	1	1
Oceania	3	4	4	4	4	5
All Regions	179	286	342	387	453	458

Note. Source: National Center for Educational Statistics, 1998. Statistical Abstract of the U.S., 1993.

Nigeria coupled with the devaluation of the Nigerian currency in 1983 and the constant coups and coup d'etat resulted in the decline of the Nigerian students (See Table 2). Other African students in U.S. higher education are students from Ghana, Cameroon, Liberia, and Ivory Coast. The European students also have increasing enrollments. Students from North America (mostly Canadians) have slight increases in their enrollment figures over the years. These students, together are classified as international students. In short, international students are non-immigrant, non-resident aliens domiciled in the United states.

Characteristics of International Students

Within a geographical location of a particular country, there are differences in behavior, language, and tribally-oriented and traditional variables. These differences constitute the characteristics of a particular group of people.

The non-immigrant students -- Africans (Nigerians, Ghanaians, South Africans, etc.), Asians (Chinese, Japanese, etc.), Canadians, Europeans, Latin American, and other countries -- are students attending colleges and universities in the U.S. International students have varied needs and expectations. The fear of retaining high expectancy or the same academic standards experienced in their homelands is often cited as one of the needs of foreign students. International students are often misunderstood because English is their second language; and the

success in written composition papers and taking examinations are contingent on their English proficiency. International students are incognizant with American customs; therefore, they are often distorted. To avoid most of the written assignments that often characterized the humanities and liberal arts disciplines, foreign students often resort to the computational sciences (mathematics, statistics, computer science), sciences and health sciences (biology, biochemistry, chemistry, home-economics, nursing, and physics), and business (accounting, marketing, and business management) related disciplines, and engineering and/or engineering technology (architecture and drafting, chemical, industrial/manufacturing, civil, mechanical, etc.) field; with more males than females in engineering and science than in business (See Table 3). Their graduate majors (regardless of gender) always seem to complement their undergraduate fields of study; and are mostly consistent with the demands of their respective countries of origin. This is one of the reasons the CRASH program was established.

The essential purpose of the CRASH and other educational programs was to prepare young citizens for participation in their local or national communities. The aim of these educational training programs was to equip some of these individuals for public office and the rest for participation in their societies as informed citizens. Thus, foreign students emigrated into America for the sole purpose of gaining exposure into the management and governance of their local people. Hence, U.S.

Table 3

Percent of International Students' Undergraduate Major Fields of Study by Gender: 1970-1995

Majors	Academic Year (Fall of Previous Year) 1970	1980	1990	1995
Engineering	50.0	58.0	60.0	40.0
Male	38.0	40.0	53.0	35.0
Female	12.0	18.0	7.0	5.0
Sciences[1]	35.0	30.0	15.0	20.0
Male	28.0	20.0	5.0	12.0
Female	7.0	10.0	10.0	8.0
Business	15.0	12.0	25.0	40.0
Male	3.0	4.0	12.0	12.0
Female	12.0	8.0	13.0	28.0

Note.
[1] Includes computational, health, physical, and life sciences.

postsecondary institutions delivered their academic instructional content to suit the interest of the foreign countries. The instructional content of most international students (then) was defined by national interest. With time, the curricula emphases shifted to the U.S. educational philosophies and ideologies. This created problems for the foreign governments; and marked the decline of international students in America's higher education. As these foreign governments reduced their financial supports to these international students, the burden of educational financial

stressors shifted from the foreign federal/state governments to the individuals. Most families bore the burden of support; thereby, shifting the academic majors and the observed decline in international students'(especially for African students) enrollment in U.S. higher education. This trend is projected to continue into the twenty-first century. Developmental programs and support services are seen as possible avenues to ameliorate this problem (Keimig, 1983; Rouche & Rouche, 1993).

Developmental Programs and Support Services to Enhance Persistence

Although some colleges and universities made efforts to serve developmental learners even in colonial times, instruction of developmental learners did not become a focus until the 1960s (Rouche & Rouche, 1993). When we began to identify developmental students, they were found to suffer deficiencies in both the cognitive and affective domains. In general, these set of students need preparatory, basic courses, or self-paced instructional programs in reading, writing, and mathematics before pursuing regular course works; remediation in areas where academic growth fail to occur at an acceptable rate; individual tutoring during normal work hours as well as after working hours; counseling in career, personal, and financial planning; motivational building blocks (self-concept, self-esteem, and self-appraisal) to pursue college; require additional training to improve their marketability and intellectual skills; centralized and institutionalized developmental education program that

Table 4

Higher Education Enrollment (in 1000) for Selected Years and Characteristics: 1970 - 2000

	Time-Span (with projections for 2000)				
Characteristics	1970	1975	1980	1995	2000
U.S. Citizens					
Whites	9833	10723	10990	10427	10311
Blacks	1107	1247	1335	1449	1474
Hispanics	472	783	867	1046	1094
Asians	286	573	637	774	797
Indians	84	103	114	127	131
Non-Residents	305	392	416	456	454
Gender					
Male	211	247	259	270	264
Female	94	145	157	186	190
Type					
Public	204	260	275	301	298
Private	101	132	141	155	156
Program-Type					
Four-Year	241	325	344	365	366
Two-Year	64	67	72	91	88
Classification					
Undergrads	210	219	234	269	267
Graduates	92	168	177	180	180
Professional	3	5	6	7	7
Overall	12087	13820	14359	14279	14262
Gender					
Male	5868	6284	6502	6372	6343
Female	6219	7535	7857	7907	7919
Type					
Public	9456	10845	11310	11134	11093
Private	2631	2975	3049	3145	3169
Program-Type					
Four-Year	7566	8579	8707	8749	8769
Two-Year	4521	5241	5652	5530	5493
Classification					
Undergrad	10469	11959	12439	12263	12232
Graduates	1341	1586	1639	1722	1732
Professional	277	274	281	294	298

Note. Source: National Center for Educational Statistics, 1998. Statistical Abstract of the U.S., 1993.

support developmental education mission; and developmental education activities such as orientation (to acquaint incoming students about their college life and expectations), social services (to maintain a continued relationship with students), counselors (who will serve as resource persons), academic skills center (to serve as a source of academic information). Developmental students are not limited to ethnic minority and disadvantaged students (e.g., LD and LEP). Developmental learners transcend ethnic background, country of origin, disability, and gender. For example, hearing-impaired students, a subset of the LD students, on hearing campuses are high-risk students, but hearing-impaired students at postsecondary institutions for the hearing-impaired might have lower attrition for success than their non-hearing-impaired counterparts (Jones & Watson, 1990, pp. 14-15). The same is true for international students in U.S. campuses with American students overseas; or Nigerian students in British campuses with Italian students in U.S. campuses. Also, Hispanic students, a subset of the LEP student population, in a regular campus are high-risk; but Hispanic students at predominantly Hispanic postsecondary institutions might have lower attrition than their non-Hispanic counterparts (Quevedo-Garcia, 1987). Table 4 portrays the enrollment patterns (regardless of developmental status) for the U.S. citizens and non-resident aliens. This table indicates that there are more

Whites/Caucasian than any other ethnic group in higher education; with less Native American/Indians than the Blacks/African Americans, Asian Americans, and Hispanics.

Factors Contributing to Retention and Persistence

There are no empirical studies devoted to the retention and persistence of international students. There are studies, however, with focus on postsecondary students' attrition and persistence. Most of these studies found that academically related factors were significant in predicting students' persistence (Hill, 1987, Keith, et al., 1986; Ikegulu, 1996; Nettles, Thoney, Gosman, & Dandridge, 1985; Nora & Cabrera, 1996; Pascarella, et al., 1996; Terenzini, et al., 1996; Tinto, 1997). These studies also demonstrated that high school GPA, college GPA, pre-college variables, and standardized test scores are significant factors in students' attrition and retention.

That is, students who were academically prepared in high school could have scored higher on their achievement tests and, the combination of strong high school curricula and better scores on ACT would foster the transition in educational programs and ease the adjustment from high school to college environments. These in turn, would ease the tension in securing financial aids, lessen the burden of program difficulty, and promote institutional affiliation and co-integrability through strong

peer-group and faculty-student interactions. The consequences of these would result in reduced attrition and increased retention rates (Astin, 1993; Bean & Metzner, 1985; Ikegulu, 1998; Johnson, 1991; Tinto, 1997).

Institutional environmental variables constitute the institutional and instructional environments in postsecondary institutions. These environmental factors include perceived students' institutional commitments, course scheduling, advisement, and counseling, academic ability and preparation, family responsibility and financial stressors, outside sources of financial support and familial encouragement, and the aggregate students' commitment. These environments also create different risk sets for different students (Anderson, 1984; Brown & Kayser, 1985; Fox, 1986; Johnson, 1991; Kayser, 1984; Kohlberg, 1981; Pascarella, et al. 1996; Spady, 1970; Tinto, 1975, 1997).

Risk factors endemic within institutional and instructional environments tend to endanger students' progress in a course, a department, or a college. They also have the likelihood to result in voluntary and involuntary withdrawals predicated upon the students' ability to not only be socially integrated within these environments; but also be academically integrated and affiliated within the institutional and instructional community (Tinto, 1997). Students are expected to embrace the institutional culture

and be cognizant with the curricula offering and course scheduling (Iffert, 1957; Pantages & Creedon, 1978).

Institutional environments are also characterized by their size (large, medium, and small), type (PWCU and PBCU), and program-type (two-year and four-year). These institutions attract diverse students and tend to offer different academic programs for different students. Within the institutional environments, diversity do exist in instructional emphases. Some institutions are funded on a per-credit hour basis; others manage their operating budgets based on students' enrollment. Because of these differences, institutions have different admission policies and governance. The consequences of these differences were the types of curricula made available to the students. In addition, most institutions tend to recruit their faculty members based on merits and qualifications, others attract readily available instructors without terminal degrees as adjuncts or non-tenured professors. (Boylan, Bonham, & Bliss, 1993; Kulik, Kulik, & Schwalb, 1983; Roueche & Roueche, 1993). What happens in most cases is that the students seek to achieve and maintain congruence within the institutional environment and, the institution tends to admit the student who is most likely to persist and maintain homeostasis within the instructional environment. Surprisingly, this ideal mix is never the case.

Students, upon being admitted into an institution, may transfer to another institution for reasons other than academic, personal, size and location of the institution, and/or institutional curricula (Ikegulu, 1998; Roberson, 1998). Observed institutional racism breeds nonchalance and, students' incompatibility with the institutional staff/faculty tantamount to lack of commitment. Extracurricular activities (intramural or varsity sports, band, etc.) are yet another reason for these high transfer rates. Family's wish that students transfer could also be reasoned as one of the factors that resulted in the high transfer rate. In all cases, in the final analysis, the quality of the relationship between a student and the institutional staff and/or faculty determines students' satisfaction with their parent institution. Positive faculty-student interactions facilitate academic and intellectual developments as well as social adjustment (Ikegulu, 1998; Robinson; 1990; Smith, 1994).

Developmental educators and educational psychologists as well as sociologists are in agreement that peer-group interactions formed a significant bonding that shaped students' socio-academic integration and institutional affiliation and commitments. Most studies on students' persistence in higher education focused more on factors that shaped students' affiliation as dictated by Hill (1987), Johnson (1991), and Tinto

(1975). Results from these and other studies indicated that students who were more inclined to their personal satisfaction and committed to the institution as well as being able to form strong partnership with their peers and institutional staff and teaching faculties had the highest propensity for retention, were less likely to transfer, attended the institutional orientation, scored at least 19 on their composite ACT, had at least 2.67 college GPA and 2.86 high school GPA, were more likely to be involved in school and community related activities, had no dependent children, were mostly residential students with family size not more than four, received at least $3,500.00 worth of financial aid, observed occasional institutional racism, were young (mean age = 22.32 years), were mostly in four-year public institutions, were aspiring for a college degree beyond the baccalaureate, and reported that their parental level of education was at least masters degree (Bean, 1985; Endo & Harpel, 1981; Iffert, 1957; Ikegulu, 1996, 1998; Nora & Cabrera, 1996; Terenzini, et al., 1996; Tinto, 1997).

Positive experiences and expectations within a peer-group is associated with high academic performance, institutional affiliation, and reduced retention rates. Social isolation mitigates feelings of alienation, which in turn reduces peer-group interactions and increases attrition rates. Therefore,

institutional intervention programs that facilitate the formation of status affiliation and group membership toward the individual student, the group members, and the institution as a whole could very likely reduce attrition rates and improve institutional persistence without regards to students' demography.

The differential effects of some of the demographic variables also indicated that students' marital status, gender, employment status, and minority status affected their intentional persistence. With regards to students' who were institutionally co-integrable, about 30.0% of the intentional persisters could be classified as students who were likely to co-integrate; and 70.0% had the highest propensity for malintegration. The majority of the co-integrable students are often single young males. Malintegrable students tend to cluster around older (and female) students and those students who had been married before (Ikegulu, 1998; Roberson, 1998).

Most international students are, by definition, non-traditional (age 25 and above) students. Studies have found significant differences between adult, non-traditional and traditional students in terms of their educational aspirations, level of motivation, and family stressors (Denniston & Imel, 1982; Kanchier & Unruh, 1988); and that the population of non-traditional learners have special needs (career mobility,

occupational stressor, and family ties) that could hamper their educational pursuits. Most adult learners experienced "empty nest syndrome" (i.e., traumatic events other than job dissatisfaction that include divorce, separation, death of parent or spouse, illness or birth of child (Anderson, 1984; Aslanina, 1989; Breese & O'Toole, 1994; Denniston & Imel, 1982; Fisher, 1993; Henry & Basile, 1994; Kanchie & Unruh, 1988; Neugarten, 1968; Roberson, 1998; Timmons, 1997).

Changing careers during adulthood have been recognized as a natural part of development for non-traditional students. This is common among female and adults whose skills have become obsolete and structurally unemployed individuals, adults experiencing a shift in values, and for homemakers and displaced workers (Chickering, et al., 1981; Cross, 1978, 1981; Henley, 1988). Reasons for these changes are either internal or external. Internal or psycho-social factors are often related to changes in individuals or their families, level of income, and peer-group support. External factors are mostly related to economic or technological changes in the environment and the workplace.

Studies have also indicated that: (1) The timing for most adult students to return to school was determined by the state of their relationships and life events and not solely by general motivation. Marriage and widowhood are the crucial life events

for women. About 30.0% of adult, vocational, and non-traditional students reported a change in financial status as the reason for their decision to enroll in college. Events like divorce (11.0%), the exit of the last child from home was between (40.0% to 45.0%), and work in terms of career transition (70.0%) as educational barriers and major life events that could trigger the empty nest syndrome and postponement of education. (2) The decision to learn was often postponed until children were old enough, family responsibilities lessened, or until fellow workers or employers would not be inconvenienced. Concerns for family acted both as helping and impeding factors in the decision to postpone education. (3) More White/European descent (89.0%) and married (53.0%) than students of African ancestry and African Americans (25.0%) and single or divorced (34.8%) are likely to continue their educational pursuit for career and occupational reasons (Anderson & Darkenwald, 1979; Aslanian & Brickell, 1980; Breese & O'Toole, 1994; Cross, 1979, 1981). To better serve the needs of international and developmental students, we need to understand their demographic profile.

Demographic Profiles of Developmental Learners

Demography is the science of vital and social statistics of a community or a population. Demographics are the statistical data of a population showing average age, income, education, and

family size. A profile is an outline of the apparent and/or inherent properties or characteristics of a particular variable of interest. Thus, a demographic profile is the inherent and/or apparent statistical data that include characteristics or risk factors of a particular group or sub-group in a population of interest. These statistical data may be environmental, academic, social, or economic variables; and indeed constitute key intervening variables mediating demographics and risks. Demographic profiles can help educators and program developers to better meet the needs of their students. They furnish great insights into the special needs of each learner. Demographic profiles of potential college students can reveal many things to administrators and educators. Through these profiles, colleges and universities can better determine how to meet the needs of their student clientele. These profiles should contain the academic histories of students, their cultural and social backgrounds, and information about the study skills and academic motivation of each potential student. Demographic profiles should include high school transcripts, admission test scores, and relevant past academic information (in case of the transfer students or the non-immigrant scholars). These profiles should also include cultural, social, and family history and family size, as well as, affective information such as self-concept,

career aspiration and interest, motivation, and intentional persistence. Table 5 is a sample demographic profile for the international student. This table is not inclusive. However, it depicts some of the areas that need to be addressed by the educators and administrators or instructional developers and/or designers.

The language problem could be addressed with the computer-based instruction (CBI). In this environment, the student will be monitored as he or she reads and writes. Proper tense and sentence agreement (structure) should be the emphasis in this CBI programs. The socioeconomic variables include both the students' and their parents' variables. Parental acculturation and/or socialization could be addressed by including these parents in the school's functions (social and community). This will create a sense of belonging for these parents as well as for the students. Parents could also be assimilated into the institution's and/or community's environment/culture by offering adult education and forming support groups like Parents-Teachers Association (PTA) or Parents of International Students Association (PISA), religious groups, and other community-based support services. Academic problems could be addressed through Computer-Assisted Instruction (CAI). This program will include programmed instructions in the areas where the students are most deficient. Furthermore, the CAI

Table 5

Demographic Profile for the International Students

NATURE and NEEDS)	EDUCATIONAL PROGRAMS/SUPPORT SERVICES
Language Problems: ▸ Slow reading ▸ Poor writing skills ▸ Slow note-taking ▸ Poor abstracts ▸ Rote memorization Socioeconomic Variables: ▸ Parental education ▸ Nostalgia ▸ Non-Homogeneous groups ▸ Internalization ▸ Over-zealousness ▸ Previous Academic history ▸ Scores on TOEFL/ACT/SAT Academic Nurturance: ▸ Procrastination ▸ Self-evaluation ▸ Critical thinking ▸ Self-fulfilling prophecy ▸ Study habits/skills ▸ Time management ▸ Self-dependence ▸ Self-control/Esteem ▸ Incognizance ▸ Motivation/Career Path Institutional Policy: ▸ Information Resource ▸ College pool/Choice ▸ Part-time enrollment ▸ Staff/staff development ▸ Educational Support Educational Service Office (ESO): ▸ Minority Retention Office ▸ Academic Referral ▸ Grants/Fellowships ▸ Athletics/Scholarships Social Integration: ▸ Community-based education ▸ "Shy Syndrome" ▸ "Empty-Nest Syndrome" ▸ "Withdrawal Syndrome" ▸ Social adjustments Academic Integration: ▸ Test anxiety ▸ Instructional emphases ▸ Non-classroom events ▸ Work-study	▸ Computer-Based Instruction ▸▸ ESL/ESOL Programs ▸▸ Group Dynamics/Tutorial ** Small groups ** Individual basis ** Peer tutoring/Counseling ▸ Parents acculturation and/or socialization ** School meetings/socials ** Adult education ** Multi-ethnic education ** Community organizations ** Parents' involvement ** News letters/Internet ** Native news papers ** Student Organization(s) ▸ Student Socialization ** Role-plays/Role-models ** Integration ** Social activities — International Week - Cultural Events ▸ Computer-Assisted Instruction ** Programmed instruction ** Self-paced instruction ** Collaborative learning ** Mentoring/Orientation ▸ Non-Homogeneous Programs ** Assertiveness/Career goals ** Admissions/Recruitment ** Pre-College Programs ▸ Institutionalization ** Liaison with home offices ** New Immigration statutes ▸ Group Dynamics/Tutorial ** Small groups and Individual ** Individual basis ** Faculty-student interaction ** Peer-tutoring ▸ Socio-Academic Integration ** Role-plays/Role-models ** Assimilation ** Peer-group interaction ** Instructional juxtaposition ** Multiple multimedia ** Computer-based testing

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will include such academic ventures as collaborative learning, peer tutoring, and self-paced programmed instructions.

Like most developmental learners, about 80 percent of international students have limited English proficiency (LEP). Scores on their Test of English as Foreign Language (TOEFL) are required to be at least 550 for admission. The LEP's are not proficient in the verbal or written use of English language. These students have problems in the language of social communication and instruction (Long & Richard, 1987, p. 88). That is, these students find it difficult to learn in English speaking classrooms. The LEP's suffer high unemployment rates. This is true for the Asians, Africans, Native-Americans, and Latin Americans. The two major factors contributing to the LEP's English deficiency is that the student was born in a country where English is not the primary language; or the individual was raised in an environment where English language is hardly used. The students may enter college with high level of reading ability but limited conversational abilities. Or may need extensive development in reading, writing, and oral speaking skills. Like the learning disabled (LD) students, the limited English proficient students also perform poorly on standardized tests. Some LEP's are American-born citizens who are both socially and culturally deprived. The LEP students share some common

characteristics with all developmental learners. The basis for assisting LEP's is that what a child has learned about in the first language can be transferred to the second language as soon as the appropriate notions and functions needed to express such concepts have been acquired in the second language. The English as a Second Language (ESL) program should facilitate this process (Long & Richard, 1987, p. 88). One program that postsecondary institutions have developed for the LEP students is the bilingual or English to Speaker of Other Languages (ESOL) program. Both of these programs are special education programs that attempt to improve the phonetics of the students (Baca, et al., 1990).

Not only is it necessary to accommodate for the language differences, educators must also be sensitive to the regions that these students emigrated from. Traditional African, Asian, and Latin American cultures are family and community-oriented. Students originated from these continents view and consider themselves as representatives of their respective communities. Family unit takes precedence over individuals. These students are brought up with the belief that contributing to and sacrificing for the welfare of the community, the group, is more important than personal aggrandizement. Hence, lack of knowledge of the students' homeland environment can become a major risk factor for success in a college setting (Herring, 1967; Quevedo-Garcia,

1987).

Programs/Activities to Foster Retention and Persistence

Table 5 also portrays some of the information that a prototypic demographic profile for any group of developmental learners. The quality of the college experience of these students depends on the quality of the postsecondary institution.

Students throughout the country take advantage of developmental education programs and services. Cross (1978), Iffert (1957), Johnson (1991), Long and Richard (1987), and Pentages and Credon (1978) noted that one problem facing postsecondary institutions is the increase number of adults now participating in educational programs. These students bring to the colleges and universities many diversified needs that institutions of higher learning must address if these ever increasing student population are to gain meaningful educational success. Programs and services need to be provided to accommodate this wide spectrum of non-traditional students. Program also need to be provided that will reflect the heterogeneous nature of all ages, gender, ethnicity, and origins, as well as academic differences. Educational institutions must be made more accessible and offer these diversified group of students more diversified academic opportunities and career choices. Obviously, educational establishments have failed to provide educational

programs and services to a certain segment of the pool of potential educable students in the past. Institutions of higher learning need to restructure their practices so that more effective programs and services can be implemented.

Technological advancements need to be incorporated in developmental studies programs to facilitate the instructional needs of most of the developmental learners. Effective planning of program activities and materials are needed to strengthen the teaching-learning process for all learners. As intercultural learning and experience take place on U. S. campuses, colleges and universities should provide programs that nurture the student population, engineer and construct survival interventions for evaluating changes in themselves as a means to afford successful matriculation. Some of the needs of these students include: (1) apprehension for failure; often most students are misunderstood because English is their second language; (2) the success of writing papers and taking examinations are contingent on their English proficiency; (3) and most developmental learners are incognizant with American customs. In addition, most of these learners are first-generation college students who need the familial and/or other support groups for survival. They also have strong family ties that tend to thwart their academic effort if the link is threatened (Ikegulu, 1998; Terenzini, et al., 1996).

Orientation Programs

Orientation is a function whereby students are informed and acquainted in the processes and outcomes of institutional policies and campus life. Most institutions conduct their orientation programs to facilitate students' successful integration into unfamiliar settings. Specialized summer programs, such s the Headland or Upward Bound will attempt to attract and retain some of the incoming high school and transfer students into the campus.

Social Activities and Institutional Retention Efforts

Social services should be established to maintain a continued relationship with students per academic year; and a liaison with the students' place of origin. Students' Affairs programs should be incorporated into the institutions' annual agenda and budgetary plans. Retention is a direct consequence of "good" recruitment with no strings attached. Most institutions recruit students on quota basis; thereby misleading the student who would have otherwise matriculated had the promises made during the recruitment and orientation sessions were kept (Keimig, 1983).

Counseling Services

The counselor should schedule conferences with the student and serve as a resource person. A student's basic skills should

be adequately assessed at the beginning of his or her academic career. Financial aid system has spawned a massive amount of paper work, making it very essential that students are advised as to the nature of the award status before their arrival on campus. Peer counseling is also an X resource available to incoming freshmen and/or transfer and international students.

Educational Information Services

Academic skills center should provide courses to teach skimming and scanning techniques for the international students. The Academic skills center should also design and develop a typewriting course to save time, effort, and expenses as the international student advances through college and graduate school. Lack of academic preparation prior to enrollment makes it necessary to implement tutorial program that will strengthen the students' academic background.

Students' Placement

Pre-assessment measures, where appropriate, so that students can be advised to enroll in courses at their present skills level should be established. Scores on the American College Test (ACT) are used for initial placement of students in special and/or academic programs. Beginning freshman whose ACT scores range from 1-15 in reading (social studies), English and mathematics should be recommended for and, placed in this program.

Continued Evaluation

Once students are selected and assigned to developmental or remedial courses, additional diagnosing should be conducted to confirm their in-coming ACT scores and to detect specific deficits and levels of abilities. The Standardized Test of Academic Skills (TASK), teacher-made diagnostic instruments and previous educational records should be used in making final placement in the program. Student performance on tests provides the basis for placement in courses designed at various levels (Tomlinson, 1989).

Cultural Events and Students' Organizations

A major event in most students' academic and campus lives is their cultural heritage. Recognizing the students' cultural upbringing will foster a sense of belonging and a boost for continued progress (Rouche & Rouche,(1993). The recognition of individual's "home away from home" could also strengthen the student's alliance with his or her home office through International Week of the International Student Organization. This is the most common type of campus-based organization in which students' participation is greatest (Baca, et al., 1990).

Conclusion

This article examined the nature and needs of international students in America's higher education within the context of multicultural and globalized educational programs and support services. Of the diverse students who populate our postsecondary institutions, most can be considered developmental (foreign students inclusive) upon admission into their respective parent institutions. The success of these students are often attributed to previous academic history, socio-academic integration, and institutional affiliation. Academic intervention programs, support services, and the strength of the students' high school curricula are good indicators for successful matriculation beyond the first-year of college (for ethnic minorities) and bachelors degree (for international students). The majority of these students also succeed because of the developmental education programs and support services offered by their parent and/or adopted institutions. The only difference between the international and ethnic minority students are in the definitional assumptions of success and the attributes for sensing success and persistence. Clearly, international students are diverse in their lingua-franca; so are the African Americans, Asian Americans, Latin/Hispanic American, and Native/Indian Americans. Diversity and variety are good for the integration of

culture sensitive instructional materials. Their absence only adds to the problem of multicuturalism and pluralism, breeds ethnocentrism, and perpetuates nonchalance and incongruence. The observed similarities between international and ethnic minority students point to two dimensions, "empty nest syndrome" and career and occupational enhancement and stressors.

Empty nest syndrome posits that family and career transitions in adults' lives motivated their quest for higher education; and conditional on the satisfaction of their family obligations and responsibilities, career enhancement and occupational choices, their quest for higher education would be moderated by the collective and individualized effects of the adults' needs, age, gender, ethnic background, and marital status (Aslanin, 1989; Breese & O'Toole, 1994; Latack, 1981; Mohney & Anderson, 1988; Neugarten, 1968; Ross, 1988; Thompson, 1992; Timmons, 1997).

Empty nest syndrome breeds nostalgic, career, familial, and occupational mediators in the adults' quest for balanced environmental homeostases and congruence. Empty nest is a situation whereby an adult individual (at least 25 years of age), who was originally married with children, finds himself (or herself) alone in a household that used to be occupied by his or her loved ones. The reasons for the "emptiness" could be death of

a spouse, children got married and were living away from home, children got older and were living on-campus or in their own separate quarters, or the individual was separated or divorced. This ill-fated situation has the tendency to compel an individual to change his/her lifestyle, become more community oriented, rethink his/her basis for existence, and/or may be willing to sacrifice immediate pleasures for self-actualization or personal gratification (Aslanian & Brickell, 1980, 1988; Bachman & O'Malley, 1977; Cross, 1978/79; Darkenwald & Merriam, 1982; Denniston & Imel, 1968; Kanchie & Unruh, 1988; Robinson, 1990). This personal satisfaction may be in the form of career enhancement. The quest for career enhancement brings its own stressors. Promotion is sought to sustain a growing economy and occupational mobility, new skills are needed for the technology-driven workforce, or the individual may have the affiliative need to meet and interact with other people (Bridges, 1980; Brim & Ryff, 1980; Cross, 1976, 1979, 1981; Fisher, 1993; Henry & Basile, 1994; Roueche & Roueche, 1993).

From a global perspective, successful multicultural educational programs and support services with emphases on developmental education are found to have four holistic characteristics in common: (1) The most effective programs and support services are those that address the whole student and

present a whole academic process to the students. (2) In most globalized education programs that provide remediation and enrichment in the basic skills areas, diagnostic and placement tools are often integral components of the academic culture. (3) The majority of the multicultural educational programs emphasize comprehensiveness in their support services and the organizational structure of the developmental education within the institution. (4) Most of these programs and support services emphasize cultural programming that incorporates students' social and academic integration and institutional affiliation within the institutional environment and instructional climate.

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